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Descriptors-*Adult Education, Agricultural Education, Art Education, Audiovisual Aids, Behavior Patterns, *Bibliographies, Communication (Thought Transfer), Doctoral Theses, Educational Administration, Educational Psychology, Mass Media, Masters Theses, Psychological Patterns, *Research, *Rural Extension, Sociology, Taxonomy, Trainable Mentally Handicapped, *University Extension, Vocational Education

Identifiers-*University of Wisconsin

A classified bibliography is presented of 130 University of Wisconsin graduate theses from the Departments of Agricultural and Extension Education, Curriculum and Instruction, Agricultural Journalism, Rural Sociology, Educational Administration, Educational Psychology, Behavioral Disabilities, Educational Policy Studies, and Art Education. Items are arranged by subject matter into categories as defined by Kreitlow's "Taxonomy of Needed Research"; these consist basically of characteristics of adults as individuals and as learners, response of adults to instructional methods, and the adult education enterprise. Following each of the 20 subsections of the taxonomy are numbers referring to thesis titles (numbers for Ph.D. dissertations are underlined). These titles are listed alphabetically in the following section. (authors/ly)

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BIBLIOGRAPHY OF RESEARCH IN ADULT EDUCATION AND UNIVERSITY EXTENSION

Conducted at the University of Wisconsin

September 1966 - June 1968

Compiled by Joint Office of Study, Research and Development in Adult Education and University Extension

Extension Component

This document is a classified bibliography of research of interest to adult educators which has been completed at the University of Wisconsin from September 1966 to June 1968. The titles listed are theses completed by graduate students in the departments of Agricultural and Extension Education, Curriculum and Instruction, Agricultural Journalism, Rural Sociology, Educational Administration, Educational Psychology, Behavioral Disabilities, Educational Policy Studies and Art Education.

The bibliography has been classified by subject matter into categories as defined by Kreitlow's Taxonomy of Needed Research[1]. This taxonomy consists basically of three broad areas of research:

A. Characteristics of adults as individuals and learners.

B. Response of adults to methods, independent study, program planning, evaluation, etc.

C. The adult education enterprise.

Following each subsection of this taxonomy are numbers which refer to the theses titles. These titles are listed alphabetically by author on the pages succeeding the classification scheme. Underlined numbers signify titles which are Ph.D. dissertations.

The original publications are available at the Memorial Library at the University of Wisconsin in Madison or through the major faculty member whose name is indicated following the academic department under whose jurisdiction the research was conducted.

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1. Educating the Adult Educator, Part 2, Research and Development Center for Cognitive Learning, University of Wisconsin, 1968.

A publication is expected to follow this one which will contain abstracts of the research listed herein.

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Research Completed at the University of Wisconsin

September 1966 - June 1968,

and Classified into Adult Education Research Categories

according to Kreitlow's Taxonomy[1]

A. Characteristics of Adults as Individuals and Learners (intellectual, psychological, social, and physical characteristics)

1. Conditions appropriate for learning:

7	24	87	125
13	56	96	126
18	70	104	127
23	85	122	

2. Change in overt behavior, skills, attitudes, feelings, or values - what personal and what social factors lead to this?

1	15	54	60	82	91	107
2	32	58	63	83	94	115
4	34	51	74	84	100	123
6	42	59	76	89	101	124

3. Motivation (and approaches to increase attendance) and participation is due to what factors and orientations?

7	28	46	92	113
9	36	48	95	116
23	40	73	104	125
24	42	81	105	

4. Attitudes affecting programs of continued learning:

2	27	59	77	94	124
23	35	70	86	113	126
24	44	73	88	118	

5. Identifying and measuring interests so as to increase participation in quality and quantity:

9	48	101	116
16	73	109	92
23	81	110	
36	99	113	

6. Personality developments, structure, functioning:

1	26	80
2	59	89
6	60	90
23	61	97

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1. Alphabetical listing by author starts on Page 7 of this document.

7. "Learning to Learn"; the learning process and its conditions:

14	56	110
23	68	112
24	87	
55	104	

B. Response of Adults (to methods, independent study, program planning & evaluation)

1. Adoption process - the role of crisis, the role of the "change agent" in bringing about social action:

5	22	74	106	124
13	27	101	115	125
15	63	104	119	
18	65	105	123	

2. Anticipation of change - how this becomes more positive:

7	45	77
11	55	83
22	65	119
42	69	124

3. Retraining - resulting from automation - Should it be compulsory? How improve its effectiveness?

6	68
18	69
31	86
63	109

4. Relationships among people and groups - barriers to communications, types of family structure:

1	17	26	36	49	59	82
2	19	27	41	51	70	84
6	20	28	43	52	74	77
11	22	32	47	58	76	81

86	93	123
89	94	125
90	100	126
91	106	127

5. Field of Adult Education itself - history, principles, philosophy:

12	50	79	111	122
14	64	80	112	
21	67	98	113	
47	69	108	120	

C. The Adult Education Enterprise (Institutional arrangements to provide adult education, as well as the economic, social and philosophical factors which govern its growth and operation)

1. The purposes and goals (immediate and long-range) of adult education agencies:

12	35	50	72	93	109
20	37	52	79	99	120
28	38	67	88	103	
30	48	69	92	108	

2. Understanding and developing continuous learning from marginal to central focus, including the amount and degree of group participation, and interactively activating the resources available:

7	39	109
9	87	111
33	96	113
36	99	116

3. The educational process: effective communication, media, use of instructional groups, volunteer leaders, educating illiterates:

3	12	26	55	70	100	119
4	14	29	56	72	101	121
5	17	31	57	78	102	124
8	18	33	64	87	103	125
10	25	39	66	96	107	126
					114	127

4. Program planning and development:

19	35	62	99
20	38	66	106
21	50	71	110
33	57	75	

5. Administration of adult education programs, including coordination with adult education programs of others in the community:

20	44	50	68	92	120
22	45	57	69	98	122
35	47	58	71	109	
40	48	67	80	117	

6. Guidance and counselling adults as to programs which meet their needs:

16	89	126
46	99	
49	100	
84	125	

7. Curriculum for preparing graduate adult educators (i.e. adult education personnel):

14
21
47
79

8. Evaluation of adult education programs - objectives attained?

5	37	63	95
13	38	67	97
17	39	74	110
31	62	85	118

Note: Underlined numbers refer to doctoral dissertations. All others are master's theses or master's seminar reports.

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